

Description of Components – PUSD Curriculum Framework

Priority Standards	A carefully selected subset of the total list of academic content and performance standards or learning outcomes within each content area the students must know and be able to do by the end of each school year so they are prepared to enter the <i>next</i> level of learning. Standards you will monitor closely and assess through the course to ensure students have mastery level understandings.
Supporting/Related Standard	Those standards that support, connect to, and enhance the Priority Standards. They are taught <i>within the context</i> of the Priority Standards but do not receive the same degree of instruction and assessment emphasis.
Concept (s)	Concepts are ideas and information that students need to know. They are listed as the nouns in the standard statement.
Skill (s)	Skills are what students are expected to do to demonstrate mastery of content. They are listed as the verbs in the objective statement and may apply to multiple concepts.
The Big Idea(s)	Big ideas are statements derived from a deep understanding of the concepts or content; they are enduring ideas that can apply to more than one area of study and can be the answer to the essential questions. The Big Idea(s) would not be posted at the start of the lesson. The goal is for students to discover the Big Ideas for themselves as they learn the concepts. Students should articulate them in their own words. The Big Ideas included in the curriculum documents serve as examples of what students might say once a deep understanding of the concept is reached. During the instructional period, listen for students to verbalize the Big Ideas.
Essential Question(s)	Essential questions focus on conceptual and factual understandings to be investigated within the Big Idea. They are open-ended and communicate the fundamental and crucial elements of the content. The Essential Questions can be announced at the beginning of instruction as the learning goals; they make a great set for the lesson.
Key Vocabulary	Key Vocabulary includes the academic vocabulary related to the priority standards.
Webb's Depth of Knowledge (DOK)	Depth of Knowledge is the degree of depth or complexity of knowledge standards and assessments require; this criterion is met if the assessment is as demanding cognitively as the expectations standards are set for students. DOK1 = Recall or recognition of a fact, information, concept, or procedure. DOK2 = Basic application of skills and concepts. Use of information, conceptual knowledge, following or selecting appropriate procedures, two or more steps with decision points along the way, routine problems, organizing/displaying data. DOK3 = Strategic Thinking - Requires reasoning, developing a plan or sequence of steps to approach a problem; requires some decision making and justification; abstract and complex; often having more than one possible answer. DOK 4 = Requires time to research, think, and process multiple conditions of the problem or task; includes connections across disciplines/content areas/multiple sources.

Learning Target	A learning target describes what students should know and understand by the end of a series of lessons.
Criteria for Success	The Criteria for Success is linked to the learning target. They: <ul style="list-style-type: none"> • are specific to skills, products or performances; • provide a scaffold and focus for pupils while engaged in the learning; and • are used as the basis for feedback and peer-/self-assessment.
Instructional Suggestions	At this time, this component should be used to provide teachers with suggestions, recommendations, instructional strategies, etc. which will aid in the planning and delivery of the daily lessons.
Possible Misconceptions	This component should be used to provide teachers with guidance on possible misconceptions or misunderstandings regarding the core content. Use this component to provide information that will assist the classroom teachers as they plan for instruction – potentially teachers can use the misconceptions to provide students with non-exemplars and to clear up potential misunderstandings which are preventing students from fully understanding the concepts.
Interdisciplinary Supporting Standard(s)	Standards from other content areas will be selected and listed.
District Exit Outcome(s)	Outcomes will be selected and listed.
Common Formative Assessment(s) CFAs	When assessments are developed they will be listed and a link to the test blueprint will be provided. Common Formative Assessments are short cycle assessments that will provide teachers with data during the instructional period so that adjustments to instruction can be made and differentiation opportunities are provided to students. Re-teach and enrich opportunities will be linked to the results of the CFAs.
Common Summative Assessment(s) CSAs	When assessments are developed they will be listed and a link to the test blueprint will be provided. Common Summative Assessments are given at the end of each district curriculum unit. Re-teach and enrich opportunities will be linked to the results of the CSAs.